**CURRENT ACCREDITATION ACTIVITY**

**December 2017**

**Summary of recent site visits:**

* The Council for the Accreditation of Educator Preparation (CAEP) conducted a site visit of YSU’s education programs on April 2-4, 2017. The preliminary recommendations based upon the site visit were positive. Members of the BCOE leadership group met with the CAEP Accreditation Council on October 21 to review the recommendations of the site visit team. A letter informing YSU of CAEP’s final decision about accreditation is expected in early December.

**Summary of recent accreditation actions:**

* YSU submitted its Higher Learning Commission Quality Initiative report on August 31, 2017. The university’s quality initiative focused on student retention through the Student Success initiatives of the strategic plan. The Quality Initiative report was approved by HLC on September 26, 2017. Peer reviewers evaluate the Quality Initiative reports based on the genuine effort of the institution, the seriousness of the undertaking, the significance of scope and impact of the work, the genuineness of the commitment to the initiative, and adequate resource provision. The reviewers’ evaluation concluded, “All in all, the University has demonstrated a serious commitment to improvement of retention and should continue these efforts.”

**Details:**

| **Program** | **Status** |
| --- | --- |
| Art National Association of Schools of Art and Design (NASAD) | Two action reports for NASAD were submitted by the September 1, 2017, deadline. The Visitor’s Report response included documentation of the new hire of Art History faculty member Johnathan Farris and the new hire of Studio Art Support Specialist Jennifer Kirkpatrick. Both were hired in mid-August. The report included documentation of the HVAC system testing results as well as the proposed plan to increase the library holdings with a monetary commitment of $100,000 over the course of five years. A second action report was sent to NASAD in response to the Plan Approval of the new MFA in Interdisciplinary Visual Arts, which requested additional information regarding the description of the program and its interdisciplinary nature. A response from NASAD is expected later this year. |
| **Business**  AACSB International—The Association to Advance Collegiate Schools of Business | The AACSB Board of Directors has ratified the recommendation to extend the AACSB accreditation of the YSU BSBA and MBA programs. The next review is scheduled for 2019-2020. The AACSB Continuous Review Application was submitted June 30. This application is due two years before the site visit. |
| **Chemistry**  American Chemical Society (ACS) | The ACS notified the YSU Chemistry Department in August 2017 that its BS Chemistry program has met the requirements for continued ACS accreditation through 2022. At that time, the department must apply for re-accreditation. |
| **Counseling**  Council for Accreditation of Counseling and Related Educational Programs (CACREP) | CACREP granted full accreditation to the MS. Ed. in Counseling—Addiction Counseling, Clinical Mental Health Counseling, School Counseling, and Student Affairs/College Counseling program tracks for the full eight-year period, until March 31, 2023. |
| **Dental Hygiene**  American Dental Association | Self-study for continuing accreditation of the Dental Hygiene program is due September 2, 2017. Site visit is scheduled for November 2-3, 2017. |
| **Dietetics Program**  Academy of Nutrition and Dietetics (AND);  Accreditation Council for Education in Nutrition and Dietetics (ACEND) | The three dietetics programs—the Coordinated and Didactic programs in Dietetics and the Dietetic Technician program—continue in good standing with ACEND until 2020. The three programs will submit interim reports to ACEND in January 2018 to illustrate how the 2017 Accreditation Standards have been assimilated into program dynamics. In order to comply with ACEND vision for dietetics education, the Coordinated Program in Dietetics (CPD) is being proposed as a track of the Master of Public Health offered through the CEOMPH with selected graduate-level dietetics coursework and supervised practice requirements. Accreditation of the MPH-CPD will be sought prior to the previously-slated 2020 reaccreditation. The program has been developed and will be submitted for approval through the graduate curriculum and program committees in spring 2018. The other two programs may elect to seek reaccreditation at the same time as the MPH-DPC so that only one site visit to YSU is needed. |
| **Education and Licensure Programs**  National Council for Accreditation of Teacher Education (NCATE)  Accreditation occurs at the unit (BCOE) level. | The Council for the Accreditation of Educator Preparation (CAEP) conducted a site visit of YSU’s education programs on April 2-4. YSU will be notified of CAEP’s final decision in December 2017. |
| **Emergency Medical Services**  State of Ohio Department of Public Safety / Division of Emergency Medical Services  Commission on Accreditation of Allied Health Education Programs—EMS Professions (CoAEMSP—CAAHEP) | The Emergency Medical Services (EMS) program was site visited on March 3, 2016, by the Ohio Department of Public Safety (ODPS) Division of EMS, and on March 3 and 4 by the Committee on Accreditation of Education Programs for the EMS Profession (CoAEMSP). The program received no citations from either the state or CoAEMSP reaccreditation visit. Subsequent to the submission of the self-study documents and site visit, the program received full reaccreditation by the ODPS Division of EMS and has received its findings letter from CoAEMSP indicating there were no citations and the program is being forwarded to the Commission on Accreditation of Allied Health Education Programs (CAAHEP) for full reaccreditation for five years. The EMS program received official notification from CAAHEP of its recognition for the full five-year period. |
| **Engineering**  Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) | The Electrical Engineering, Civil Engineering, Chemical Engineering, Industrial Engineering, and Mechanical Engineering programs are fully accredited by ABET until September 30, 2020. A request to ABET by January 31, 2019, will be required to initiate a reaccreditation visit in 2019. |
| **Engineering Technology**  Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ETAC-ABET) | The ETAC-ABET accreditation visit, completed October 15-17, 2018, reported minor findings regarding methods used for assessment and student outcomes in the AAS programs. The program is addressing the findings and will respond in May 2018. Final re-accreditation findings will be issued in July 2018 based upon response submitted in May. |
| Foreign Languages ACTFL (American Council on the Teaching of Foreign Languages) Recognition for Italian Education and Spanish Education | Resubmission of the Italian Education and Spanish Education programs to ACTFL in March 2016 has resulted in national recognition for both programs effective August 2016. |
| Forensic Science American Academy of Forensic Sciences (AAFS) | Application for initial accreditation pending; self-study and site visit to follow. |
| Kinesiology and Sport Science Commission on Accreditation of Athletic Training Education (CAATE) | The Master of Athletic Training self-study was submitted to CAATE for accreditation in July 2017. The anticipated site visit is January 2018. |
| Medical Assisting Technology American Association of Medical Assistants (AAMAE) / Commission on Accreditation of Allied Health Education Programs (CAAHEP) | Most recent accreditation July 2004. Reaccreditation self-study was submitted December 27, 2012. The site visit is scheduled for May 6-7, 2013. CAAHEP granted the program continuing accreditation for a full ten years. The next review will occur in 2023. |
| Medical Laboratory Technology National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) | Most recent accreditation in 2006. Reaccreditation self-study was submitted to NAACLS May 1, 2012. Site visit occurred October 15-16, 2012. Program received no citations or recommendations. NAACLS awarded continuing accreditation for the full seven years until April 30, 2020. Submission of the next Self-Study Report will be due April 1, 2019, and a site visit will be scheduled during Fall 2019. |
| Medical Laboratory Science National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) | A letter requesting an initial accreditation application was submitted to NAACLS on October 10, 2014. NAACLS approved the application and preliminary report. The full self-study was submitted to NAACLS on September 26, 2016. The site visit occurred April 11-12, 2017. The site visit team found no standards violations; therefore, no citations were issued. The program must wait for the NAACLS Board to officially approve the initial accreditation. |
| Music National Association of Schools of Music (NASM) | In June 2012, the NASM Commission on Accreditation voted to continue YSU and the Dana School of Music in good standing. A follow-up report on activities was sent to NASM. In June 2013, the NASM Commission on Accreditation voted to accept the YSU progress report. In July 2016, the NASM Commission on Accreditation accepted YSU’s Application for Plan Approval of Dana’s Bachelor of Music in Music Recording. The next full review will take place in 2020-2021. |
| Nursing Accreditation Commission for Education in Nursing (ACEN)  Commission on Collegiate Nursing Education (CCNE) | Site visit for BSN, MSN, and post-master’s certificate conducted February 18-20, 2014. Next evaluation visit: Spring 2022.  Site visit for BSN, MSN, and post-master’s certificate on February 6-8, 2017. Program is awaiting report from the CCNE Board of Commissioners. |
| **Physical Therapy**  Commission on Accreditation in Physical Therapy Education (CAPTE) | Accreditation report for the Physical Therapy Education program was submitted spring 2004. Self-study for master’s program submitted February 2004; site visit conducted April 19-21, 2004. Notice of 10-year accreditation received November 19, 2004. Progress report submitted August 15, 2005, and accepted in October 2005; CAPTE continued the accreditation granted the year before. The department submitted an additional progress report in August 2006, and CAPTE found the program in full compliance. In October 2006, the Commission continued the accreditation granted in 2004.  The MPT has been discontinued. Accreditation now applies to the DPT program approved by the Higher Learning Commission in 2008. A site team from CAPTE visited YSU from April 27-30, 2014, for a self-study visit for the DPT program. The self-study was submitted February 2014 for this visit. The site team gave a favorable report. Ten-year accreditation was reaffirmed in writing on November 12, 2014, with a compliance report due February 15, 2015. This report was submitted, and on 4/29/15 CAPTE granted the program continuing accreditation with the next scheduled self-study and site visit in spring 2024. |
| **Public Health (Consortium of Eastern Ohio Master of Public Health)**  Council on Education for Public Health (CEPH) | The MPH is offered by a consortium of six institutions, including YSU. Initial accreditation earned in 2003. Site visit occurred April 20-21, 2009. In October 2009, the Council renewed accreditation for seven years, until December 31, 2016. Site visit occurred October 3-4, 2016, will all compliant findings. Official notification will be received in June 2017. |
| **Respiratory Care and Respiratory Care “Polysomnography Specialty Option”**  Commission on Accreditation for Respiratory Care (CoARC) | The Polysomnography [Sleep-Study] Specialty Option in the Respiratory Care program received “continuing accreditation” September 19, 2008, and will undergo accreditation review with the respiratory care program. A progress report is submitted annually. Self-study documents for the BS in Respiratory Care and Poly-somnography Specialty Option were submitted on August 28, 2010. The site visit for Respiratory Care and Polysomnography took place in February 2011. CoARC granted both programs full continuing accreditation, with no further progress reports due. The next site visit is scheduled for 2018. Due to increase in demand, the Respiratory Care program applied to CoARC to be able to accept additional students into the Polysomnography program. The program received approval to increase the number of students from 11 to 18 per cohort. |
| **Social Work**  Council on Social Work Education (CSWE)  Social Work (continued) | Following submission of reaffirmation materials in April 2012 and an on-campus site visit in October 2012, the Bachelor of Social Work program earned re-affirmed accreditation status in February 2013. This accreditation status remains in effect until February 2021.  In February 2012, the Council on Social Work Education granted reaffirmation of accreditation of the Master of Social Work Program. The program remains in accredited status until 2020. In October 2014, Significant Program Changes reports were submitted to the Council on Social Work Education for expansion of the Master of Social Work degree program offerings at Lorain County Community College and Lakeland Community College sites. No further action is necessary until the reaffirmation of accreditation report is due in 2020. |
| **Theater**  National Association of Schools of Theater (NAST) | The NAST reaccreditation process will begin Fall 2017 with the first phase of the self-study. The on-site visit is tentatively scheduled for Spring 2019. |

**Update on Assessment of Student Learning**

YSU has made—and continues to make—progress in fostering meaningful and relevant assessment of student learning, including assessment of the General Education program:

* **Assessment in Academic Program Review:** The Office of Assessment (OOA) participated in the development of academic program review guidelines in support of HLC expectations regarding regular program review for program evaluation and continuous improvement. Best practice, as well as YSU’s HLC Academy mentor, advises inclusion of a complete assessment cycle review as part of program review. The inclusion of assessment in program review fosters “closing of the loop” in using and evaluating data for program improvements in student learning. It also provides a more holistic perspective for departments and faculty considering program quality. Assessment has been working with the program review process since its inception in 2015 to provide training and feedback to program review evaluators regarding evaluation of assessment achievement.

In summer 2017, the Provost convened a working group, the Streamlining Academic Reporting Processes (SARP) Committee, to evaluate the current program review process and align reporting processes in the Academic Affairs Division. Reports to be considered for streamlining include program review, assessment, faculty scholarship, and annual reporting. The intent of SARP is to consider how to better align the purposes and intent of these reports in order to better support department and program strategic planning, goal setting, and achievement. SARP continues to meet to align these processes, with a target implementation date of fall 2018.

Assessment reporting will benefit from the alignment of these processes by facilitating greater faculty involvement in assessment evaluation. Inclusion of assessment will also connect assessment findings to program and department strategic plans, and it will enable programs to use assessment findings as evidence of goal achievement or as support for resource requests.

* + **Academic Assessment:** The fall 2017 academic reporting process is underway. Departments submitted assessment documents at the end of October. Those programs undergoing program review submit assessments with those reports, tentatively due in February. Currently, 80% of programs have submitted reports or arranged extensions. Assessment Council members and volunteer reviewers will evaluate assessment reports, and feedback will be provided to programs in early spring.

In preparation for the upcoming HLC accreditation visit, the Office of Assessment (OOA) has been evaluating assessment report quality from the past five years. The focus, based on HLC Criteria, has been on the percentage of programs identifying strengths, challenges, and action steps as well as implementing action steps. The OOA found that in the period from 2012-15, a high percentage (80-90%) of assessment reports met expectations in evaluating assessment of student learning data and in identifying action steps. With the implementation of aligned assessment and program review processes, the percentage meeting expectations dropped into the 60-70% range; however, this drop is to be expected with a new process, especially one that added evaluation of implementation of action steps. In addition, the new aligned assessment and program review process challenges programs to better integrate assessment into greater program planning processes, and it will enable better use of assessment data to support student learning and student success.

* + **Assessment in Co-Curricular Programs:** Over the past three years, the OOA developed a more comprehensive and stable assessment planning and reporting process for all co-curricular departments. Departments submitted comprehensive planning documents that will allow execution of assessment activities over a three-to-five year period. This new format will eventually allow departments to evaluate achievement of student learning outcomes at an overall department level. A new Co-Curricular Assessment Handbook was developed in summer 2017 to guide assessment processes, and a small group peer review model is used to provide consultation and support in assessment processes and evaluation of learning. This year, 88% of co-curricular programs reported and received feedback, including six new departments identified by the Assessment Council as additional reporting units.
  + **Activities to Promote a Positive Assessment Culture:** A critical part of meeting HLC accreditation expectations is fostering a dynamic campus community with faculty and staff engaged in meaningful student learning assessment activities. In addition to fulfilling HLC expectations, these activities meet the goals of the 2020 Strategic Plan Cornerstones in the areas of Accountability, Student Success, and Urban Research.

An additional part of OOA’s preparation for the upcoming HLC visit is the evaluation of a positive culture around assessment. The OOA fielded a survey in fall 2017 to assess participation in and perception of assessment activities. The survey was sent to all full-time faculty and staff with substantial participation in assessment activities. Data from the 96 respondents was compared with previous administrations of the survey in 2010 and 2013. Results indicate that the overall perception of assessment at the campus level has improved in the past seven years. Although participation in assessment activities has increased, the value of assessment activities increased more during the same period. This change speaks to efforts on campus over the past decade to move campus stakeholders from simple compliance to understanding the role assessment plays in their department and program areas. Other highlights of the survey include positive perceptions around the individualized approach of assessment consultations and services, as well as better guidance and tools. Several areas for improvement were identified—most significantly, the need to better streamline assessment reporting, an activity already underway in the SARP committee activities outlined above.

* **National Survey of Student Engagement:** The National Survey of Student Engagement (NSSE) was fielded in spring 2016. The NSSE collects data on first-year and senior student experiences in the areas of academic challenge, learning with peers, experiences with faculty, campus environment, and high impact experiences such as research or internships. Student survey participation at YSU was at 26%, outpacing other institutions of similar size.

Results were shared with multiple groups on campus throughout spring 2017 in order to use the results for further investigation and identification of action steps for improvement. Dissemination included a series of open discussion sessions exploring survey topic areas in detail; formal presentations to the YSU Board of Trustees, senior leadership, and Dean’s Council; as well as tailored presentations to multiple offices on campus. Discussion centered around themes in the data, context around strength or challenge areas, and recommendations for improvements. As a Success Metric for Academic Affairs, targeted efforts in challenge areas will be needed to improve performance in the next NSSE administration in 2018. Recommendations and action steps were shared with functional areas in summer 2017, and final recommendations were shared with the Provost in fall 2017. Data will be gathered next spring on the impact of NSSE data and recommendations on practice.